| ***Photography & Editing***  ***Unit 1: Introduction***  ***Timeline: Weeks 1-3*** | | | | | |
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| **Targeted Standards** (Write the overall NJSLS standards that are most applicable to this unit.).  Throughout history the arts have provided essential means for individuals and communities to express their ideas, experiences, feelings, and deepest beliefs. Each discipline shares common goals but approaches them through distinct approaches and techniques. Understanding works of art provides insights into an individual’s own culture and society, as well as those of others, while also providing opportunities to access, express and integrate meaning across a variety of content areas.  ***Visual and Performing Arts: 1.5 Visual Arts Standards***  **Standard 1:** Proficient 1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.  **Standard 2**: Proficient 1.5.12prof.Cr2a: Engage in making a work of art or design without having a preconceived plan.  **Standard 3:** Proficient 1.5.12prof.Cr3a: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on and plan revisions for works of art and design in progress.  **Standard 4**: Proficient 1.5.12prof.Pr4a: Analyze, select and curate artifacts and/or artworks for presentation and preservation.  **Standard 8:** Proficient 1.5.12prof.Re8a: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.  **Standard 9:** Proficient 1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works.  ***Visual and Performing Arts: 1.2 Media Arts Standards***  **Standard 1:** Proficient 1.2.12prof.Cr1a: Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.  **Standard 2:** Proficient 1.2.12prof.Cr2a: Organize and design artistic ideas for media arts productions.  **Standard 3:** Proficient 1.2.12prof.Cr3a: Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone.  **Standard 9:** Proficient 1.2.12prof.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria and considering context and artistic goals  **Standard 10:** Proficient 1.2.12prof.Cn10a: Access, evaluate and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests and cultural experiences. | | | | | |
| **Rationale and Transfer Goals** :  Photography & Editing is one of the second level courses in the high school art sequence.This course is an introduction to Photography and Image Editing. Students will learn the fundamental skills to creatively and effectively use a digital camera and image editing software such as Adobe Photoshop and Adobe Lightroom. Students will gain technical proficiency with digital photography settings including composition, the rule of thirds, aperture settings, shutter speeds, ISO ratings, exposure modes, lighting, focusing, and other concepts. Students will be creating their own body of photography work as well as producing and editing photos for various school activities such as sports, theatre, school events, etc. Students are encouraged to use their own cameras, however a variety of film and digital cameras will be available for student use. Students who take this course will have taken one of the three introductory art courses which cover the basics of the Elements of Art and the Principles of Design. | | | | | |
| **Enduring Understandings:** What are the most essential conclusions that students should be guided towards throughout this unit?   * Photography changed our vision of the world by providing more access to more images drawn from more places and times in the world than ever before. Photography enabled images to be copied and mass-distributed. Photography changed the dominant way images are made -- and we could all be a part of it. This was, perhaps, the most important development of all. Photography democratized making images. Making and distributing images became easier, faster, and less expensive. * Photography also freed up artists to create more abstract and creative interpretations of people, objects and space because artists no longer had to record items as they actually looked--photos did that for people cheaper and faster. * Photography changed history. It changed events and how people reacted to them. It changed how history itself was made, recorded, stored, and retrieved. Its history is commingled with our history. * Photography was at first a technical development for recording images as they are seen by the eye. As artists adjusted to the medium, they began experimenting with photos and the capability of any current technology. Photography always has remained as expressed through the lens of the photographer and is always up to choices each artist makes. Throughout history many innovations allowed for more and more personal expression of photographers as well as advancements in recording, especially when color photography was developed. Now with digital cameras and cell phones it is accessible to many who desire to take photos. | | | | | |
| **Essential Questions**: What are the questions that will guide critical thinking about the content of this unit? Essential questions should, in part, be thought-starters toward the enduring understandings.   * How do photographers create works of art that effectively communicate? * How has photography impacted our lives? * How has photography reflected societies throughout history? * How has photography been used as a medium for personal expression throughout history? | | | | | |
| **Content/Objectives** | | | **Instructional Actions** | | |
| **Content**  ***What students will know*** | **Skills**  ***What students will be able to do*** | | **Activities/Strategies**  ***How we teach content and skills*** | | **Evidence (Assessments)**  ***How we know students have learned*** |
| Understand the difference between traditional and digital photography.    Understand the significance of traditional photography.  Understand the timeline of historical techniques.  Recognize various works of Master Photographers.  Understand how photography has impacted our lives.    Understand how digital technology has made photography more accessible to the masses.  Relate traditional photographic concepts to digital image making. | Discover how to use digital equipment and devices to capture compelling images  Apply knowledge of digital equipment to capture an image  Critique and analyze images captured by others.  Analyze images to discover elements of high-quality photographs.  Apply understanding of shot types and elements when capturing images.  Create visual stories to deliver a message | | Activity 1: Students will be introduced to photography by looking at the history of photography in teacher and video presentation.  Activity 2: Students will be assigned a short research project over a historical photograph. They will complete a slideshow and present it to the class.  Activity 3: Students will complete a series of beginner photographs using auto mode on the camera.  Activity 4: Students will critique the photographs and place them in their photo journal, whether it is digital or paper. | | Observation of student progress.  Projects and activities.  Quizzes and tests.  Benchmark checkpoints towards final student summative portfolio.  Formative: Visual Arts Project  Student Portfolio(journal) kept digitally as well as actual portfolio (if applicable).  [Assessments](https://drive.google.com/drive/folders/19mkYEIqfPhG4y_tfP9gK2xpq_kpozkjv?usp=share_link) |
| **Spiraling for Mastery**  **Where does this unit spiral back to other units from this or previous years**  **in order to ensure that students retain mastery of what they’ve learned?** | | | | | |
| **Content or Skill for this Unit** | | **Spiral Focus from Previous Unit** | | **Instructional Activity** | |
| Students will be able to know the history of photography and its relevance to themselves, history, society, science and the arts.  Students will be able to complete some beginning photos to warm up their photo shooting skills and to prepare a photo journal.  Students will use the elements of art and principles of design to evaluate and modify work throughout the rest of the course. | | Students will be coming into this course with some knowledge and skill level.  Students knowledge of photography skills will vary widely so at the beginning of the course, the first assignments serve as an assessment of skills.  Students will have a basic working knowledge of the elements of art and principles of design which will enable them to critique the work they complete. | | Students will gain knowledge of what photography is and how it is used in today’s society and everyday life.  Students will also understand how the history of photography has changed society and how we view the world.  Students will apply graphic design foundations and photo composition skills to projects and activities.  Students will observe exemplary examples of photography through studying various photographers’ work (ongoing).  Students will explore photography career opportunities and possibilities (ongoing). | |
| **21st Century Skills:**  Students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully.  Students will demonstrate an understanding and skill set through media, techniques, and processes making connections between visual arts and other disciplines, and understanding the visual arts in relation to history and cultures.  Career Readiness, Life Literacies, and Key Skills 9.4 Life Literacies and Key Skills  Critical Thinking and Problem-solving:  9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).  9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).  Digital Citizenship:  9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).  Global and Cultural Awareness:  9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).  Information and Media Literacy:  9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).  9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).  9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2). | | | | | |
| **Key resources:**  Professional organizations: AIGA-The American Institute of Graphic Arts, NAEA-National Art Education Association, AENJ-Art Educators of New Jersey, ISTE-International Society for Technology in Education, PSA-Photographic Society of America, etc.  Online: Adobe Education Exchange, Creative Live, ICP-International Center of Photography, Aperture Foundation, Study.com, Kahoot.com, Edpuzzle.com, Quizizz.com, Quizlet.com, Virtual Instructor.com, The Art of Education, Scholasticarts.com, etc.  Museum resources from national, regional and local museums  Teacher-generated resources. | | | | | |
| **Intersections of History:**  **Black:**  Use of Black artists, designers and makers to foster experiences in American and world history through the visual arts and design.  **Hispanic:** Use of Hispanic artists, designers and makers to foster experiences in American and world history through the visual arts and design.  **Women:** Use of Women artists, designers and makers to foster experiences in American and world history through the visual arts and design.  **LGBTQ:** Use of LGBTQ artists, designers and makers to foster experiences in American and world history through the visual arts and design.  In addition, all the above may be used to influence personal choices for creating relevant Art & Graphic Design projects which deal with these topics. | | | | | |
| **Important Vocabulary:** Elements of art (Line, Shape, form, Space, color, texture, and value) Principles of Art (contrast, Unity, Harmony, Pattern, balance, emphasis, movement) Fine art, Functional Art, Graphic Design, Gestalt Principles of Design (Proximity, Alignment, Contrast, Repetition, Similarity, Hierarchy),  style, genre, art movement, camera obscura, daguerreotype, pictorialism, street photography, photojournalism, documentary | | | | | |
| **Interdisciplinary Connections:**  ELA:  NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.  NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  Computer Science and Design Thinking:  8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.  8.2.8.ITH.2: Compare how technologies have influenced society over time.  Mathematics:  Math A-CED.A.1: Create equations and inequalities in one variable and use them to solve problems.  Math 6.RP.A.1: Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities | | | | | |